

**UNIVERSIY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

Teacher’s Name: Ms. Donovan Lesson #: 4 Facet: Self- Knowledge  
Grade Level:8 Numbers of Days:3-4  
Topic: War is both essential and important to culture  
  
PART I:  
  
Objectives  
Students will understand that  
war is both essential and an important part of culture.  
Students will know   
Peloponnesian war, Fall of the Roman Empire, Six Kingdoms  
Students will be able to do   
interpret the causes of battles and wars that could be happening in their own back yard.  
Product:  
Power-Point  
Maine Learning Results (MLR) or Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS) Alignment  
*Students will understand historical aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.*  
  
Rationale:   
In this lesson I am connecting how war will connect to the culture of a specific civilization as well as how war will either create unity or make a more diverse culture. This lesson also shows students can be a culture all in itself.  
  
Assessments   
  
  
Formative (Assessment for Learning)  
Section I – checking for understanding strategy during instruction  
The teacher will use a combination of flag it and hand print as a checking for understanding Strategy. The teacher will use Flag it to as students to mark what they think is important in the readings connected to causes, strategies, and the culture of war itself. The teacher will use hand print to connect different concepts, important people, and different dates of wars and battles to the classical civilizations. The teacher will be giving feedback while students are working on both checking for understanding activities to help students that are struggling and get them on the right track.  
  
Section II – timely feedback for products (self, peer, teacher)  
The student will use a checklist to see if they have everything they need for their Power-Point. Students will also have a lot of time for self reflection while working on projects and class during this lesson. The teacher will grade the power- point with a rubric as well as give in class feedback during the checking for understanding. Each assignment will be handed back to the student within two to three days of the final product handed in.  
  
Summative (Assessment of Learning):  
Students will create a power point of a specific war and explain aspects of changes in culture or importance of that war. Students must include what happened in the war, what were the deciding factors of how the war or battle was won. Students must also include important people in the war and how the war made a culture change or made it stronger.  
  
Integration  
Technology (SAMR):   
The power-point would be modification on the SAMR scale because it is a substitution to posters but students can include animation, videos and other links in their power point to make it more interactive.  
  
Content Areas:  
  
Public Speaking/ Life Skills: Students will present their power point to the class which will improve their public speaking.  
English: Students will be reading about various different battles and wars as well as analyzing the cause of the war.  
  
Groupings   
Section I - Graphic Organizer & Cooperative Learning used during instruction  
Students will use the sequence chart to lay out the different events that lead up to a certain war. They will then have a team discussion on their different answers and explain why they think the war was caused for a certain reason.  
  
Section II – Groups and Roles for Product  
Students will make their power- point independently. Their role in this project is to create a presentation that teaches the class about a battle that the teacher may not have gone over in the lesson or to reteach about a war that the teacher has already gone over. Students who reteach about a war will be asked to include and introduce new facts about the war.  
  
Differentiated Instruction  
  
MI Strategies  
Verbal: Students will participate in discussion during class about their thoughts on certain wars as well as answer thoughtful questions that the teacher will pose for the students to answer.  
Musical: The teacher will bring in battle music so the class can hear what was played on the battle field.  
Intrapersonal: Students will have a team discussion on the sequence chart that they complete on the wars of the classical civilizations.  
Interpersonal:  
A student will individually reflect on their feedback and use a check list to make sure they meet all of the components for the project.  
Kinesthetic: Students will reenact parts of certain battles of the classical civilizations as the teacher's hook.  
Naturalist: Students will include what the environment of the battle was like in their power-point of a classical civilization war of their choice.  
  
  
Modifications/Accommodations  
*From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
Plan for accommodating absent students:  
If students are absent on any day during this lesson students must get the graphic organizer from the absent box in the room. Students will be given a chance to make up what they have done on power points during any given day, however if they do not finish on the last work day they must work on it outside of class. Students must also keep up to date on the readings but it is the responsibility of the student to get the reading and notes from the teacher. If students are absent on a presentation day they must present on the day they come back to class. Due dates may be subject to change if students communicate with the teacher.  
  
Extensions  
  
Technology (SAMR): Gifted Students:  
Students can embed links movies and other interactive sites or activities to bring the power-point up to augmentation on the SAMR scale.  
  
  
Materials, Resources and Technology  
*List all the items you need for the lesson.*  
Handouts: Sequence Chart Graphic Organizer  
Access to computers  
Pencils  
Music of battle marches  
reading handouts  
checklist and rubric for the power-point  
Source for Lesson Plan and Research  
team discussion-<http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf>  
flag it and hand print*-*<https://edu221spring11class.wikispaces.com/file/view/strategies.pdf/200849872/strategies.pdf>  
sequence chart- <http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf>  
battle field music (China)- <https://www.youtube.com/watch?v=4AGrW6VVkOY>  
Peloponnesian war-<http://www.ancientgreece.com/s/PeloponnesianWar/>  
The Six Kingdoms-<http://www.britannica.com/event/Six-Dynasties>  
Roman battle tactics- <https://www.youtube.com/watch?v=3iz1_UwD2Fw>  
Fall of the Roman empire- <http://www.roman-empire.net/index.html>  
PART II:  
  
Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan) *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (1-2 pages)*  
  
The class room will be set up in a square circle that way all students can have the opportunity to work alone or with a partner when it is necessary to do so. There will be a gap so the teacher can walk behind students in the middle to keep an eye on what they are working on. Students can also have group discussions within the square circle very easily without moving around chairs and desks too much.  
Agenda (include days and times)  
Day 1: The Warring States reenactment :The teacher will have the students reenact some of what it was like in the wars of the Classical Civilizations (the warring states battles). The teacher will also be playing Chinese battle music during this activity. (15 minutes).  
Flag it- Students will be given an article to read about the six kingdoms and must annotate what they think is important, this will allow them to use their note from the reading in class discussion. (10 minutes)  
Class Discussion on the Six Kingdoms: The class will connect how the Six Kingdoms relate to the Warring States Period building off of Lesson 3.This is all about the students coming up with the answers and the teacher will guide them if they are off track. (35 minutes)  
Power-point work time- The teacher will explain to students that they must pick a battle and find events that may have caused it leading up to the battle. This period of class will be given to students to start their research on a battle from the classical civilizations. (20 minutes)  
Assignment: Students will finish their research and begin preparation for working on their power-point the next day.  
  
Day 2: Question and answer review session: Students will pose any questions about the previous day's discussion for the teacher to answer. The teacher will also give review questions to be answered by the class to help them remember what the class came up with during the day. (15 minutes)  
Class Notes on the Pelloponesian war: The teacher will put class notes up on the board for the students to take down. The teacher will have a discussion with the students about how the Pelloponesian war was started and what where the effects after the war. (35 minutes)  
Sequence Chart: Students will fill out their sequence chart about the battle they have picked for their power-point. From their research students will fill out the chart step by step of the events that led up to the battle they picked. The teacher will be walking around to make sure students are on task and be there if any one needs help with their project. (20 minutes)  
Hand print: Students will fill out a hand print about the Pelloponesian war. The teacher will be walking around to make sure that students have an opportunity to ask for help. (10 minutes)  
Assignment: Students must finish filling out their sequence chart and be starting to work on their power-point presentation.  
  
Day 3: Question and answer review session: Students will pose any questions about the previous day's notes for the teacher to answer. The teacher will also give review questions to be answered by the class to help them remember what the class came up with during the day. (15 minutes)  
Roman battle tactics: Students will watch a movie clip on the Roman battle tactics and write on a piece of paper what they knew, what they learned, and what they thought was interesting from the video clip. (12 minutes)  
Fall of the Roman Empire: The teacher will have students take notes as well as have a class discussion about the fall of the Roman Empire. (33 minutes)  
Work Time: Students will have Work time on their power- points to be ready for presentation day the next day. (15 minutes)  
Hand print : Students will fill out a hand print about Roman battle tactics and the fall of the Roman Empire. (5 minutes)  
Assignment: Finish up you Power-point presentations and be ready to present for the next class we have together.  
  
Day 4: Presentation Day!! (80 minutes)  
Teaching and Learning Sequence (Include all hyperlinks of the above URL's in this section.)  
  
Students will understand that war is both essential and an important part of culture. Students will see these wars as relevant because they will be able to connect some of the past conflicts with some of the conflicts that are going on today. *Students will understand historical aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.* The teacher will have the students reenact some of what it was like in the wars of the Classical Civilizations (the warring states battles). The teacher will also be playing Chinese battle music during this activity. This will hook the students into the lesson showing them that war can be an important part of culture as well as the reason why many scholars say that war is an art all of its own. By reenacting a battle march students will gain knowledge to what that portion of the war was like, After this activity we will have a discussion on why they thought a march and battle formation is important during a fight. This will then connect to the lesson for the day which is to discuss what the Six Kingdoms were and what led up to the Warring States period.  
Where, Why , What, Hook Tailors: Kinestetic, Verbal, Interpersonal, Intrapersonal, Musiclal, Natural  
  
  
Students will know the causes and effects of the [Peloponnesian War](http://www.ancientgreece.com/s/PeloponnesianWar/), as well as the events that occurred during the war. Students will also know about the[Six Kingdoms](http://www.britannica.com/event/Six-Dynasties) and what their role was during the Warring States period. Students lastly will know about the events that happened before, after and during the [Fall of the Roman Empire](http://www.roman-empire.net/index.html) (See Content Notes). Students will use the [Sequence Chart](http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf) Organizer to research the battle that they are going to present for their power- point presentation. The teacher will split the class up into pars and the students will use [team discussion](http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf) to read the research that their peers have come up with so far and make suggestions on how their partner could make their research presentations better. During the learning process the teacher will require the students to read a short article and have them use [Flag it](http://edu221spring11class.wikispaces.com/file/view/strategies.pdf/200849872/strategies.pdf) to create notes on what they read. This will give the teacher a good idea of what the students understood form the reading. The students will also have to complete two [hand-prints](http://edu221spring11class.wikispaces.com/file/view/strategies.pdf/200849872/strategies.pdf) that connect certain events to the different battles that were talked about in class that day. As a small assignment during class the teacher will have students watch a short video clip about Roman battle tactics and write down what they learned, what they already knew and what they thought was interesting.   
Equip, Explore, Rethink, Tailors: Interpersonal, Visual, Intrapersonal, Verbal  
  
Students will be able to interpret the causes of battles and wars that could be happening in their own back yard. Students will create a PowerPoint of a specific war and explain aspects of changes in culture or importance of that war. This product is made as an independent assignment so students can reflect back on what happened in the battle they chose and decide for themselves what changing factors their happen to be in any type of conflict as well as determine what they think the cause of the conflict itself. The students role is to explain in detail through a PowerPoint presentation a certain battle in the given Classical Civilization time period. Students will be able to peer assess through getting feedback on their research graphic organizers. Students will be able to self assess through using a checklist that the teacher will hand out to check off all of the expectations they have met through the checklist. Students will be able to rethink and refine their product after their peers assess their graphic organizers.  
Experience, Revise, Refine, Tailors: Interpersonal, Intrapersonal, Verbal  
Fourth Paragraph  
Describe how will you provide timely feedback to students? How will you score the product?  
Describe how does all this connect to any assignment and to the next lesson and to future assessment?  
  
The teacher will provide students with feedback with their own checklist to check if the student has everything that is required for the PowerPoint and presentation. The teacher will also be periodically giving feedback during class while the students are working on their checking for understanding and at the beginning of class for review sessions. This connects to the next assignment because they will be required to do a WebQuest that applies concepts ideas and events from this lesson as well as previous lessons. The teacher will also give feedback in a timely manner, meaning one to two days after the final product is turned in.  
Evaluate, Tailors: Interpersonal, Verbal, Intrapersonal  
Teacher Content Notes   
Students will know…..  
  
Peloponnesian war, Fall of the Roman Empire,Six Kingdoms, Gods and Goddesses (continued)  
  
  
*Develop detailed content notes so a substitute or a colleague can teach your lesson. (1-2pages)*  
The Six Kingdoms- There were many conflicts between the North and South of China and each region had three large kingdoms. This period was between the Han Dynasty and the final invasions of the Sui in China. Much Chaos was going in in these regions and many religions were spreading throughout China. These three religions were Buddhism, Confucianism, and Daoism. During so much chaos Northern China had many invasions and their culture had changed and was widely accepted. By the end of the Six Kingdoms period there were six families that were highly established throughout the region and brought balance throughout China. Some changes that were brought after all of the invasions were over was the use of coal being used as a type of fuel. The Chinese were particularly fond of Art during this time period particularly calligraphy and poetry.After the invasions the Chinese decided to adapt and incorporate the cultures of others in their own culture instead of fighting to keep their old culture they embraced the culture of others. During this time many Buddhist temples were built as well as architecture of temples and monasteries were built during this time.  
The Peloponnesian War- The Peloponnesian war was led by the Spartans however the war was between the Athenians and the Peloponnesian League. The war was divided into three separate wars and is what made Greece remodel its whole city state. The reason that the war was started was because the Spartans were too afraid that the Athenians were gaining too much power. Athens had rule over most of the Mediterranean Basin and was seen to have been the one instigating the war. Athens had excess power because of the amount of land that they had taken during the Persian War. After this the Athenians made a wall around Athens so the Spartans could not get into the Empire and this made the Spartans angry because the Athenians had ran the Persians out and were not willing to let anyone else into their empire. Because of this it instigated the Spartans to attack the empire. Another reason for the cause of the war was that Athens had made allies with other city states for defense even after a treaty of peace with the Persians and Spartans. Creating allies with others made the Spartans think that Athens was not willing to follow the treaty of peace they had made.  
The Fall of the Roman Empire- After Constantine's death his heirs were assassinated then the kingdom was parted by three sons after the slaughter of his heirs. During this time Rome was also at war with Mesopotamia in this war two of the brothers were slain. This was the start of the decline of the Roman Empire. Generations later some of the Roman Empire was built up because of the connections to other kingdoms that the emperors had. Because of having too much power many wars were fought against Rome and eventually it caused the collapse of Rome. What it took for Constantine to build up and make Rome stronger only took a few generations to collapse the entire Roman Empire.  
  
Handouts  
Sequence Chart  
Hand Prints   
Extra Readings  
Checklist for the PowerPoint project  
Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale  
  
*Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*  
  
  
*Learning Styles*  
  
*Clipboard:* The teacher will write on the board all assignments that are upcoming for the next day. Clipboard students will always know the assignment and the agenda for class that day if they look at the agenda/ assignment board in class.  
  
  
*Microscope:* Microscope students will be able to dive deeper into what really happened during their favorite battle of the classical civilizations period. Students will have the opportunity to research more something that has been discussed in class.  
  
  
*Puppy:* Puppies will feel safer in a small group setting during the feedback time planned for class. They will also feel encouraged to share their presentations after they have been given both positive yet constructive criticism.  
  
  
*Beach Ball:* The beach ball will love that they are able to pick their own battle topic.  
  
  
*Rationale:* This lesson is set up so everyone will challenge their weaknesses and also be able to go back to their comfort zones as well. Students need to feel comfortable yet challenged in the classroom setting.  
  
  
*Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*  
  
*Formative:*  
The student will use a checklist to see if they have everything they need for their Power-Point. Students will also have a lot of time for self -reflection while working on projects and class during this lesson. The teacher will grade the power- point with a rubric as well as give in class feedback during the checking for understanding. Each assignment will be handed back to the student within two to three days of the final product handed in.  
  
  
*Summative:*  
Students will create a power point of a specific war and explain aspects of changes in culture or importance of that war. Students must include what happened in the war, what were the deciding factors of how the war or battle was won. Students must also include important people in the war and how the war made a culture change or made it stronger.  
  
*Rationale:*  
These assessments are set up to allow students to tell the teacher what they know instead of what they can memorize.   
  
*Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*  
  
*Content Knowledge:*  
Students will know the causes and effects of the [Peloponnesian War](http://www.ancientgreece.com/s/PeloponnesianWar/), as well as the events that occurred during the war. Students will also know about the[Six Kingdoms](http://www.britannica.com/event/Six-Dynasties) and what their role was during the Warring States period. Students lastly will know about the events that happened before, after and during the [Fall of the Roman Empire](http://www.roman-empire.net/index.html) (See Content Notes).   
  
*MLR or CCSS or NGSS: MLR*  
*Students will understand historical aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans*  
  
*Facet:*  
Self- Knowledge  
*Rationale: Students will be able to reflect on what they think is important in history by presenting to the class the important events leading up to a certain battle.*  
  
  
*Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*  
  
*MI Strategies:*  
Verbal: Students will participate in discussion during class about their thoughts on certain wars as well as answer thoughtful questions that the teacher will pose for the students to answer.  
Musical:The teacher will bring in battle music so the class can hear what was played on the battle field.  
Intrapersonal: Students will have a team discussion on the sequence chart that they complete on the wars of the classical civilizations.  
Interpersonal:  
A student will individually reflect on their feedback and use a check list to make sure they meet all of the components for the project.  
Kinesthetic: Students will reenact parts of certain battles of the classical civilizations as the teacher's hook.  
Naturalist: Students will include what the environment of the battle was like in their power-point of a classical civilization war of their choice.  
  
*SAMR:*  
Students can embed links movies and other interactive sites or activities to bring the power-point up to augmentation on the SAMR scale.  
*Rationale:*  
These demonstrate that all learning styles and types will be challenged as well as supported.  
  
*NETS STANDARDS FOR TEACHERS*  
1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
  
*Rationale: This lesson is designed to emphasize historical points which could relate to similar real-world issues today and promotes a creative mind to allow student to determine what they think is important in history.*  
  
2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
*Rationale:*  
*Students are using technology to both be enriched with knowledge and information as well as show what they know. The teacher also provides multiple ways to assess the student.*